

Influence of School Heads' Motivational Practices on Teachers' Job Satisfaction in Public Secondary Schools in Igunga District, Tabora –Tanzania

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Abstract

Teacher's job satisfaction is one of the areas in enhancing student's academic performance which calls for school management attention for the school progress because the development of any school depends much on teacher's satisfaction. This study aim was to investigate the influence of school heads' motivational practices on teachers' job satisfaction in public secondary schools at Igunga District, Tanzania. The study is guided by the Herzberg's two factor theory of motivation. Convergent parallel research design which included mixed research approach was employed. The study used sample size of 99 respondents whereby questionnaire was used to collect data from teachers and interview guides was used to collect data from the district secondary education officer, ward education officers and the school heads. Quantitative data were analyzed using SPSS version 23 and qualitative data were analyzed through thematic data analysis. Findings from the study revealed that, school heads' motivational practices such as job recognition, has an influence on teachers' job satisfaction. The study further recommended that, all school heads should motivate their teachers in order to enhance their job satisfaction.

Keywords— Job satisfaction, Motivational practice, Professional development, Recognition.

I. INTRODUCTION

Job satisfaction among employees is one of the areas in management which calls for managers' attention for the growth of any organization because the development of any organization depends much on employees' satisfaction (Al Jabal, 2019). The issue of job satisfaction among workers began officially in 19th C to the early 20th C whereby many tests were carried out by different individuals including Elton Mayo Frederick Taylor, Max Weber, Abraham Maslow, Henri Fayol, Douglas McGregor, to mention but a few. However, Elton Mayo's Hawthorne study conducted in the 1920s at the Western Electric Company may be considered as the first research study on employees' job satisfaction (Uzuegbu and Nnadozie, 2015). The study suggested that, relationship and managers' recognition increased the productivity of an organisation (Sumanasena, Nawastheen and Jayawardena, 2020).

Naz (2017) contended that, teachers in Pakistan and across the world experience job dissatisfaction, the results are high turnover and low job satisfaction among teachers. This situation might be caused by their school heads' motivational practices. Ezeuduji (2018) established that in Nigeria teachers are not satisfied with their job that is why they are not performing their duties to the required standards. In Kenya, researches on job satisfaction among secondary school teachers have revealed that job satisfaction among teachers is low.

In Tanzania, Mkumbo (2016) argues that most primary school teachers are extremely dissatisfied with their job, with more than half of them (57.7%). The causes of extremely dissatisfaction are large classes, many numbers of teaching subjects and inadequate in-service training were mentioned as the most demotivating factors by the interviewed teachers, but the question is how are these teachers being motivated by their school heads? Likewise,

Nyamubi (2017) argued that in Tanzania teachers' job satisfaction in public secondary schools is very low. This is demonstrated by teachers' absenteeism, truancy and poor preparation of classroom instructions which in turn might affect students in their academic excellence. School heads' motivational practices toward teachers might be contributed on this situation.

In Igunga District, teachers from public secondary schools are encountering several problems; one of them is lack of motivation in their working stations. Some of teachers are not committed in teaching and engaged into teachers' turnover, lateness, drunkenness, absenteeism and lack of job interest. According to the 2019/2020 District Secondary Education Officer's annual report, 3 teachers were expelled from the job by the Teachers' Service Commission (TSC) due to drunkenness, 3 were expelled due to absenteeism and 4 teachers were due to turnover that makes a total of 10 teachers who were out of the teaching profession in the mentioned years. This report raises the worries into job satisfaction among teachers serving in public secondary schools in Igunga District. The report further indicated that most of teachers are dissatisfied with their job; this creates some questions on why these teachers are not satisfied with their job. Perhaps lack of motivation among teachers contributed to this situation. This background therefore forms the basis for this study.

II. LITERATURE REVIEW

Natalie (2016) revealed that if a principal creates a trusting climate within a school, recognize teachers for their good work done and provides teachers with instrumental and expressive support, an increase in teachers' job satisfaction within a school will be realized. Va (2021) pointed out that professional respect, job recognition, support, and collaboration were perceived by both teachers and principals on the impact teachers' job satisfaction and retention in Title I elementary schools. The study by Al Ajlan (2019) proved that school managers' practices such as school supervision and recognition for teachers' good accomplishment have influenced teachers' job satisfaction.

Sahito (2017) found out that factors affecting increasing job dissatisfaction were poor administration system, mistrust, job insecurity and lack of appreciation and recognition for work done. Macutay, (2020) showed that the teaching workers at the university have a high degree of work satisfaction and appear to conduct their work very satisfactorily. The high degree of job satisfaction credited to inherent work-rewarding inspiring factors and extrinsic sanitation issues. Some items underneath job satisfaction factors were significantly related to professional

development, length of service and also the university recognition of teachers for their major accomplishments. Under recognition, it was found out that to have a significant relationship with job satisfaction teachers need to be given incentives. Hapzi (2017) disclosed that the school principals' practices such as recognition instructional supervision and school culture had a significant effect on teacher's job satisfaction.

Tien (2018) supported the utilization of Herzberg's hypothesis in the instructive setting of Vietnam, but acknowledgment was unessential. From the outcomes, working condition, school strategies, and relationship with colleagues, acknowledgment, school notoriety, and vocation support from school might bring about higher instructors' work fulfillment and responsibility. Ogonda, Orwa, Peter and Jedida (2015) conducted a study in Kenya concluded that motivational factors such as working conditions, recognition and training, influence teachers' job satisfaction and majority of teachers were satisfied with in-service training provided to them. A study done by Atieno (2018) in Homabay County, Kenya exposed that influence of principals' management competencies is important on supervision of instruction, recognition, management of financial resources and academic achievement in job satisfaction. Slovin's formula was utilized to obtain a sample size of this study while Yamane's formula was utilized to get hold of a sample size of the current study.

Nyamubi (2016) conducted a study in Tanzania showed that teachers are satisfied by both monetary and non-monetary incentives. They are pleased with openings for vocation improvement, clear cut person recognition and requisite workplace conditions. Peter (2019) conducted a study in Tanzania discovered that there is a relationship between recognition, remuneration and promotion on job satisfaction of university academic staff. There is a need to encourage university academic staff by recognizing their efforts hence leads to better performance of their job as a results the overall performance of the university.

III. RESEARCH METHODOLOGY

This study employed a mixed research approach whereby data obtained from the respondents by using both qualitative and quantitative techniques. The study employed convergent parallel research design in which the researcher. According to Bryman (2012), research design is the structure that guides the execution of a research method and the analysis of the subsequent data. A sample size is a sub-group of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2014). The study used a sample size

of 99 respondents which included 10 school heads, 1 District Secondary Education Officer, 83 teachers from public secondary schools and 5 Ward Education Officers. Sampling is the act, process or technique of selecting a suitable sample, or representative part of population of determining parameters or characteristics of the whole population (Pandey and Pandey, 2015). This study involved simple random sampling technique and purposive sampling techniques. Quantitative data was analyzed using

SPSS version 23 and Qualitative data was analyzed through thematic data analysis.

Findings of the Study

The objective of this study sought to find out the influence of job recognition on teachers' job satisfaction in public secondary schools in Igunga District. The findings (Table 1) are presented below.

Table 1: Teacher's Responses Concerning Job Recognition and Satisfaction

	SD	DA	AG	SA	TOTAL
Increasing efficiency	8(10%)	7(8%)	10(12%)	58(70%)	83 (100%)
Enhancing job satisfaction	28(34%)	22(26%)	10(12%)	23(28%)	83(100%)
Making happy and valued	5(6%)	6(7%)	20(24%)	52(63%)	83(100%)

Source: Field Data 2021

The findings (Table 1) indicates that 8(10) respondents strongly disagreed matter, 7 respondents equal to 8 per cent disagreed to the statement, while 10 respondents equal to 12 per cent agreed and the rest 58 respondents equal to 70 per cent strongly agreed about the subject. The study results indicate that recognition increases teachers' job satisfaction. The findings is in line with Tien (2018) that working condition, recognition and career support from school result in higher teachers' efficiency and job satisfaction which in turn improve performance.

The findings are supported by the interview with S1 who argued that;

"It is very true to say that, job recognition increases teachers' efficiency especially when it is conducted in a way that it makes teachers to know that their jobs are appreciated by everyone in the school. It is also good way of changing lazy teachers to be committed. Rewards that are given to the recognized teachers might make the lazy ones be committed in order to be recognized other days in the same line their fellow recognized" (Interviewee, 2021).

The interview with W1 participant;

"To be appreciated by the school head, a teacher should be a hard worker, committed and competent with his or her job. You may find that, some of the teachers are coming late to their working stations every day and they perform their daily operations poorly as if they were

forced to be in this profession. As a leader you cannot recognize such a teacher like that" (Field Data, 2021).

The findings from the study indicated that, most respondents believed that recognition enhances job satisfaction. When teachers know that, their effort is appreciated; even though some of them do not appreciate it is possible to continue working. The study found out that recognition is used to change the lazy teacher to be committed in order to be recognized other days. Furthermore, the study pointed out that, not every teacher is being recognized but there are some criteria to be met such as hard worker. These findings implied that, job recognition can be used to motivate teachers in Igunga District as the Herzberg Theory of Motivation suggests; recognition is a motivation factor which can be used to increase employees' job satisfaction.

Job recognition is crucial in influencing teachers' job satisfaction. Atieno (2018) revealed that the recognized employees through different kinds of rewards to appreciate their good accomplishment, can sustain higher levels of efficiency and give a company an incentive to make more profits.

Interview with S2 support the findings by revealing that:

"Teachers feel very proud by knowing that, their jobs are being appreciated by their school heads. This encourages them to work hard. For example, in my school, I reward teachers in general and this occurs when the school performs well in form two and four national examinations. I call for a get together party and share drinks with teachers and

recognize their work well done by just giving them a word of appreciation. This enhances their job satisfaction” (Interviewee, 2021).

The interview with W2 revealed that:

“Recognition itself does not enhance teachers’ job satisfaction, but the combination with other non-monetary and monetary motivation. Teachers will be satisfied with their job if mixed practices are applied. All teachers like to work under the friendly environment. Therefore, a good means of making teachers satisfied with their jobs is for stakeholders from different levels to improve working environment to teachers” (Interviewee, 2021).

Furthermore, the interview with E1 revealed that:

“Most of the school heads in my ward recognize teachers for their good success. In those schools, teachers’ morale is higher. They fulfill their daily operations in the required standards. This implies that, they are satisfied with their job duties. I advise all school heads to recognize teachers even by saying congratulations for the good job done or thank them for what they have done, it is enough to make them happy that their job is appreciated and valued” (Interviewee, 2021).

The research outcomes show that some respondents are recognized by their school heads which enhanced their job satisfaction. The study indicates that appreciation enhances job satisfaction among teachers. Job recognition does not enhance teachers’ work contentment in isolation but the combination with other monetary incentives. The finding implies that, in recognizing teachers, school heads can apply both financial and non-financial motivations to enhance teachers work efficiency.

Teachers are happy and felt valued when they are recognized by their school heads. School heads needs to recognize teachers ‘hard working in order to motivate better performing worker. The findings are supported by Peter (2019) specified existence of connection between recognition and promotion on job satisfaction of academic staff. Employees become happy and feel valued when they are being recognized by the management. Findings from the study implied that, most teachers become satisfied with their job if they know that, their school heads are appreciating their efforts and if teachers are being

motivated, they are capable of performing their duties better.

Additionally, during the interview with S3 respondent revealed that:

“To recognize employees’ job well done is very important because it increase their productivity. The practice of recognizing them is realized even in workers’ day like Mei Mosi Day and Labour Day. Teachers feel very happy by knowing that, their jobs are being appreciated by their school heads. This encourages them to work hard, be committed and punctual in implementing their daily operations at schools” (Interviewee, 2021).

The W3 interviewee had different views that;

“I do not believe in recognition itself as a way of enhancing teachers’ job satisfaction, but most teachers are satisfied more with the monetary motivation rather than non-monetary incentives such as recognition. It is better for the government to keep an eye on teachers’ salaries and in time promotion. This will make teachers be satisfied in their job because they are appreciated and valued” (Interviewee, 2021).

An interview result with E1 is that;

“To recognize teachers is a good strategy of motivating them. To be recognized makes not only teachers to be happy and valued but every employee from different occupations becomes happy when they are recognized by the employers. Therefore, it is very necessary for the school managers to recognize teachers’ job well done in order to make them happy with their jobs” (Interviewee, 2021).

The above results identified that some of the respondents agreed that, job recognition makes statement. This study, nonetheless, found out that, to recognize employees’ job well done is very important because it increases their motivation and productivity. Furthermore, the study indicated that most respondents are more interested with monetary motivation rather than non-monetary ones. In public secondary schools teachers prefer to be recognized by their school heads as a way of appreciating their job and

to cultivate the spirit of love for their jobs. Job recognition to teachers makes them more motivated with their job. School heads employ different kinds of recognizing teachers' good accomplishment, even though it is not easy to satisfy all teachers, but it is necessary to recognize them. The government considers teachers' salaries and promotions to make them more satisfied with their job. In relation to the study, Sahito (2017) recognition systems have important roles towards job satisfaction. It is, therefore, the responsibility of each school head to make sure that; they practice a recognition system that will bring out not only well but accurate and appropriate outcomes.

IV. CONCLUSION

In Igunga District, teachers are recognized by their school heads for their job well done. To be recognized makes teachers happy and feel valued; also it enhances their job satisfaction. According to the Herzberg's theory of motivation, job recognition and other motivator factors have potentials yielding sense of satisfaction.

RECOMMENDATIONS

Therefore, all school heads should be encouraged to motivate teachers in their working stations in order to enhance their job satisfaction. School heads should encourage teachers to participate in the decision-making process at schools in order to enhance their job satisfaction thus ensure teachers job recognition which results into job satisfaction.

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